

Documents on Diplomacy: Lessons

The End of Friendship

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VII. Production, Distribution, and Consumption
- IX. Global Connections
- X. Civic Ideals and Practices

Grade Level:

9–12 (Analysis and evaluation, map analysis)

Objectives:

The student will:

- Take a position related to the effects of WWI on a selected country
- Will compare maps related to their country pre- and post- WWI
- Enumerate their concerns about gains or losses for their country in WWI
- Evaluate their concerns about gains or losses for their country in WWI

Time:

2 class periods

Materials:

Documents: **1918 The Fourteen Points**

1918 An Interpretation of the Fourteen Points

1918 Covenant of the League of Nations

Resources: Pre-1914 Map of Europe

Post-WWI Map of Europe

Access to the Internet:

- http://www.pbs.org/wgbh/amex/wilson/peopleevents/p_house.html
- <http://www.firstworldwar.com/bio/house.htm>

Textbook

Scissors

4" x 6" index cards

Resource books on WWI borrowed from the library

Procedures:

Setting the Stage

Colonel Edward M. House was both a close friend and a close advisor to President Woodrow Wilson. Wilson trusted him to run a "think tank" of sorts to come up with ideas for settling post-war problems in Europe. He played a major role in the diplomacy of the Fourteen Points and was given the job of writing the constitution of the League of Nations. But when serious differences over policy arose between House and Wilson at the Versailles Conference, the President set him aside—forever. The two never spoke again.

Pre Lesson

Copy or print one Map of Pre-1914 Europe and one Map of Post-WWI Europe for each student. (Maps must be of equal size.)

Prepare 4" x 6" index cards (two of each) with these names on them:

1. Russia
2. Belgium
3. France and Alsace Lorraine
4. Italy
5. Austria-Hungary
6. Romania
7. Serbia
8. Montenegro
9. Turkey
10. Poland
11. General Association of Nations (League)
12. Removal of all economic barriers

There should be enough cards for the whole class, if each group has two students. However, if there are more than 24 students in the class add additional cards for no. 11 and 12 as these two are the most difficult to describe.

Day One

- 1.** When students arrive have the two maps on the desks.
- 2.** Ask them to label the pre-1914 map using their textbooks and to keep the name of the country within its borders.
- 3.** While they are labeling, pass through the classroom and have each student choose an index card. These card selections will determine who will be partners.
- 4.** After labeling is completed, ask students with the same cards to get together in pairs. Have each country team carefully cut out the size of their country prior to WWI.
- 5.** Have the teams for #11 and #12 label both the pre-1914 and the post-WWI maps. Their assignment will follow in #11 and #12 below.
- 6.** Hand out the document, *Fourteen Points*, and ask the country teams to read through it, looking particularly for references to their own country.
- 7.** Teams should then use one of their index cards to note what the Fourteen Points suggested their country would receive at the end of the war.

- 8.** Have the students then align their cut out country with the map of Europe after World War I and match up the differences in their country's borders.
- 9.** Now ask them to research in textbooks and other resources how their country felt about the changes to its original borders.
- 10.** On the second index card, the country teams should record what problems they think their country will face as a result of these changes—what is unfair, what seems biased, or is too much given to another? (They should really relate to the nationalistic sentiments of their countries.)
- 11.** Meanwhile Team #12 will circulate and note the economic barriers they hear from the 10 countries on one of their index cards. They, too, can do research. On their second card they should analyze what they think the consequences might be.
- 12.** Team #11 will be researching the *1919 Covenant of the League of Nations*, drawn up by Colonel House. The team should record key points on one of the index cards. Then, they will look for arguments/objections that the U.S. Senate might have about the league and record them on the second card. (If there are more than two students on these teams it is okay to combine their work on just two cards.)
- 13.** For homework, ask each student to research Edward M. House and find out why he and Wilson parted ways.

Day Two

- 1.** Start with a class discussion of what they discovered about "Colonel" House.
- 2.** Ask students to return to their country teams and finalize their work from the day before. Encourage them to fill up their index cards.
- 3.** Hand out the document, *1918 Interpretation of the Fourteen Points* and ask all the teams (including teams #11 and #12) to read this document.
- 4.** Have students compare the problems they noted on their index cards with those Colonel House presents in the document. Put check marks beside the ones that match-up.
- 5.** After each team has finished its evaluation, ask for each team to be ready to report their findings to the whole group.
- 6.** Allow each team about 2-3 minutes to report—except for teams #11 and #12; they will need more time to give their findings on the League and on the economic issues.

7. After each team member puts his or her name on both cards, collect them and post them in alphabetical order by country name. Refer to them during the discussions to follow on WWI.

8. In a final reflection ask students to write a short paragraph on:

How could these Fourteen Points end a friendship with a person (House) and a country (any of the 10)? ■